

## Y3 Reading and Writing: Suggested Sequence 2022-23

	CUSP Reading	CUSP Writing	Additional planning support
<b>Autumn 1</b>			
5/9	<b>Read aloud:</b> <a href="#">Cherry Moon</a> or <a href="#">Jelly Boots Smelly Boots</a> by Michael Rosen and choose one to perform for National Poetry Day 6.10	Poetry on a theme (emotions) CUSP sentence composition-see website	<a href="#">Cherry Moon poetry compilation</a>  <a href="#">Cherry Moon teaching ideas</a>  <a href="#">Children performing poems from Cherry Moon</a>
12/9	<b>Greta and the Giants</b>  <b>Read aloud:</b>	CUSP sentence composition-see website	
19/9	<b>Greta and the Giants</b>  <b>Read aloud:</b>	Non-chronological reports (link CUSP Science-Rocks)	<a href="#">Pebble in My Pocket – Take One Book planning</a>  <a href="#">Pebble in my Pocket CLPE planning</a>
26/9	<b>The Pebble in my Pocket</b>  <b>Read aloud:</b> Practise poetry performance for NPD 6.10 <a href="#">A Stone Sat Still</a>	Non-chronological reports (link CUSP Science-Rocks)	<a href="#">Pebble in My Pocket: A History of Our Earth</a> examples of work linked to CLPE planning

	<p><a href="#">A Rock is Lively</a> <i>Hutts Aston</i>  <a href="#">The Rock Factory: A Story About Rocks and Stones</a> <i>Bailey</i></p>		<p><a href="#">The Pebble in my Pocket   Seascale Primary School</a></p>
3/10	<p><b>The Pebble in my Pocket</b></p> <p><i>Read aloud:</i> Practise performance for NPD 6.10</p>	<p><b>Non-chronological reports</b> (<a href="#">link CUSP Science-Rocks</a>)  <b>Create class book/ display about rocks</b>-see Take One Book planning)</p>	
10/10	<p><b>The Pebble in my Pocket</b></p> <p><i>Read aloud:</i></p>	<p><b>1st person narrative descriptions</b> (The diary of 'The Pebble in my Pocket'-see Take One Book planning)</p>	
17/10	<p><b>The Pebble in my Pocket</b></p> <p><i>Read aloud:</i></p>	<p><b>1st person narrative descriptions</b> (The diary of 'The Pebble in my Pocket'-see Take One Book planning)</p>	
<b>Autumn 2</b>			
31/10	<p><b>Leon and the Place Between</b></p> <p><i>Read aloud:</i>  <a href="#">The First Drawing</a>  <a href="#">The Secrets of Stonehenge</a></p>	<p><b>Dialogue through narrative-historical</b> (<a href="#">link to Stone, Bronze and Iron Ages</a>) e.g. The First Drawing/ Stone Age Boy</p>	<p><a href="#">The First Drawing (Literacy Tree) planning</a>  <a href="#">Stone Age Boy planning</a></p>
7/11	<p><b>Leon and the Place Between</b></p> <p><i>Read aloud:</i></p>	<p><b>Dialogue through narrative-historical</b> (<a href="#">link to Stone, Bronze and Iron Ages</a>)</p>	

14/11	Leon and the Place Between <i>Read aloud:</i>	Dialogue through narrative-historical (link to Stone, Bronze and Iron Ages)	
21/11	Leon and the Place Between <i>Read aloud:</i>	Formal letters to complain (caring for the environment as a school)	letter to Annika Newsround
28/11	'Twas the Night before Christmas <i>Read aloud: Practise performance of TTNBC for Winter Concert</i>	Formal letters to complain	
05/12	'Twas the Night before Christmas <i>Read aloud: Winter Concert practice (TTNBC/ include 2/3 poems from writing unit too?)</i>	Performance poetry (including poetry from other cultures)	
12/12	<i>Read aloud: Winter Concert practice/ performance</i>	Flexible block (revisit Poetry-Emotions block A from wk1)	
<b>Spring 1</b>			
Wed 4/1	Sam Wu is Not Afraid of the Dark <i>Read aloud:</i>	Performance poetry, including poetry from other cultures)	

9/1	Sam Wu is Not Afraid of the Dark <i>Read aloud:</i>	Third person narrative (animal stories) to be read around a camp-fire	<a href="#">Sam Wu linked writing unit</a>
16/1	Sam Wu is Not Afraid of the Dark <i>Read aloud:</i>	Third person narrative (animal stories)	
23/1	Sam Wu is Not Afraid of the Dark <i>Read aloud:</i>	Third person narrative (animal stories)	
30/1	Sam Wu is Not Afraid of the Dark <i>Read aloud:</i>	Advanced instructional writing (link to CUSP DT Mechanisms-linkage toy)	
6/2	Sam Wu is Not Afraid of the Dark <i>Read aloud:</i>	Advanced instructional writing	
<b>Spring 2</b>			
20/2	Operation Gadgetman <i>Read aloud:</i>	Non-chronological report (physical/ human landmarks of UK-see CUSP geog)	
27/2	Operation Gadgetman <i>Read aloud:</i>	Non-chronological report (link to CUSP geog)	

6/3	Operation Gadgetman <i>Read aloud:</i>	Non-chronological report (link to CUSP geog)	
13/3	Operation Gadgetman <i>Read aloud:</i>	Ist person narrative description (Epping Forest trip)	
20/3	Operation Gadgetman <i>Read aloud:</i>	Ist person narrative descrip. (linked to trip)	
27/3	Operation Gadgetman <i>Read aloud:</i>	Flexible block	
<b>Summer 1</b>			
Tues 18/4	The Dancing Bear <i>Read aloud:</i>	Formal letters to complain (link to DT food at end of Spring Term or move DT units around?)	
24/4	The Dancing Bear <i>Read aloud:</i>	Formal letters to complain	
1/5	The Dancing Bear <i>Read aloud:</i>	Third person narrative (animal stories)	Charlie Small (TH planning)  or

			<p><a href="#">The Last Garden</a> (LC planning)</p> <p>or</p> <p><a href="#">Black Dog</a> (LC planning)</p> <p>or <a href="#">The Legend of Sally Jones</a> (move towards end of Y3)</p>
8/5	<p>The Dancing Bear</p> <p><i>Read aloud:</i></p>	Third person narrative (animal stories)	
15/5	<p>The Dancing Bear</p> <p><i>Read aloud:</i></p>	Third person narrative (animal stories)	
22/5	<p>The Dancing Bear</p> <p><i>Read aloud:</i></p>	Flexible block	
<b>Summer 2</b>			
5/6	<p>The Magicians Nephew</p> <p><i>Read aloud:</i></p>	Dialogue through narrative-historical (link to Romans)	Escape from Pompeii - Key Stage 2 Literacy (example writing)

			<a href="#">Escape to Pompeii</a> plan
12/6	The Magicians Nephew <i>Read aloud:</i>	Dialogue through narrative-historical (link to Romans)	
19/6	The Magicians Nephew <i>Read aloud:</i>	Dialogue through narrative-historical (link to Romans)	
26/6	The Magicians Nephew <i>Read aloud:</i>	CUSP Art/ London Maths Week	
3/7	The Magicians Nephew <i>Read aloud:</i>	Advanced instructional writing (link to CUSP DT Structures)  or link to The Last Garden as follows refugee week and links with science	<a href="#">The Last Garden</a> (link with refugee week?)
10/7	The Magicians Nephew <i>Read aloud:</i>	Advanced instructional writing	
17/7	<b>Flexible block</b> <i>Read aloud:</i>	Poetry on a theme (emotions)	